

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

_____ 1 Elementary schools (includes K-8)
 _____ Middle/Junior high schools
 _____ 1 High schools
 _____ K-12 schools
 _____ **2 TOTAL**

2. District Per Pupil Expenditure: 8403

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 14 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6	14	18	32
K	15	17	32	7			0
1	12	20	32	8			0
2	20	14	34	9			0
3	20	16	36	10			0
4	14	19	33	11			0
5	18	24	42	12			0
			TOTAL STUDENTS IN THE APPLYING SCHOOL				241

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 0 % Asian
 0 % Black or African American
 2 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 98 % White
 % Two or more races
 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 16 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	21
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Total of all transferred students [sum of rows (1) and (2)].	38
(4)	Total number of students in the school as of October 1.	239
(5)	Total transferred students in row (3) divided by total students in row (4).	0.159
(6)	Amount in row (5) multiplied by 100.	15.900

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 66 %

Total number students who qualify: 159

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 16 %

Total Number of Students Served: 38

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>22</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>15</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>4</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support staff	<u>1</u>	<u>0</u>
Total number	<u>28</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 16 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	95%	95%	95%	96%
Daily teacher attendance	98%	99%	99%	99%	99%
Teacher turnover rate	0%	5%	5%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u> </u>	%

PART III - SUMMARY

Nestled in the beautiful Ozark Mountains of Arkansas is the small rural town of Calico Rock which is home to Calico Rock Elementary School. The school is a very vital part of this rural community and is well supported by the approximately 2,600 patrons of the district. While the Calico Rock community is not considered to be a wealthy community with 54.3% of the residents with household incomes less than \$25,000, the taxpayers have expressed their dedication to the school by supporting a 42.3% millage which is one of the higher millages in the state. Due to this exceptional community support, Calico Rock Elementary School is able to offer an outstanding learning environment to its students. A visitor to this quaint historic town might not expect the see such a modern learning facility, but that is exactly what they will find at Calico Rock Elementary School.

While we are very fortunate to have good facilities, the students we serve and the wonderful faculty and staff that are housed within the walls of this complex is what truly makes Calico Rock Elementary unique. Due to the fact that Calico Rock is somewhat isolated, there is not a great deal of cultural diversity in our student population. Ninety-eight percent of our students are white, but 66 percent of them come from low socioeconomic homes. These two bits of data can be obstacles to overcome as we prepare students to become twenty- first century learners.

The community and the school are deeply entrenched in a proud Ozark Mountain Culture. The area is a historical gold mine, and the past is very much valued. Tourism plays a big part in the local economy. This is due to our location on the banks of the White River, nearby Norfork Lake, and neighboring Mountain View, which is home to the Ozark Mountain Folk Center. As our school website proclaims: Calico Rock School: Proud Past, Promising Future, pretty well sums it up. Our school district has had a proud past with many of our graduates going on to obtain advanced professional degrees. While we may be a small rural school, we believe our students can be anything they want to be, and we will do whatever it takes to get them there. Our vision statement affirms that we will go above and beyond for our students, and that is more than a vision, it is the reality of the educational process that takes place at Calico Rock Elementary School.

Our School and community take pride in the success of our students. From our extracurricular sports programs and local chess tournaments to academic competitions such as County Spelling Bees, Regional Science Fairs, and even how we perform on State and National Assessments are celebrated not only at the school, but the celebration goes beyond the school walls and into our community. We have many opportunities to celebrate. Our students do very well. For the past two years, 100% of our sixth grade students scored proficient or advanced on our state benchmark exam. In 2009 our students almost doubled the state average in the area of science with 83% of our students scoring proficient or advanced compared to the state average of 42% proficient or advanced. Math and science are not the only areas of strength of our students. Our literacy scores are some of the highest in the region and the state.

We are proud of the accomplishments of our school, and it is very normal for us to have visitors from other schools, student observers, and student teachers. The best ideas are the ones that are shared, and Calico Rock Elementary has much to share.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Arkansas has a mandated student assessment program. This program is referred to as the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP). Currently elementary schools in Arkansas assess all students with a combination of norm-referenced and criterion-referenced assessments in the areas of literacy, mathematics, and fifth grade students are assessed in science. Students in grades 3-6 are administered an augmented exam. This assessment has both norm-referenced items as well as criterion-referenced items. The school receives student achievement data to show how the students have performed on both the Arkansas Benchmark Exam (CRT) and the SAT 10 (NRT) in one test administration.

The Arkansas Benchmark Exam measures the student's knowledge of content standards from the Arkansas Curriculum Frameworks in the subject areas of literacy, mathematics, and for fifth grade students the area of science is assessed. Student's performance on the Arkansas Benchmark Exam is classified into one of four performance categories: below basic, basic, proficient, or advanced. Students that fail to perform at the proficiency levels are required to have an Academic Improvement Plan (AIP).

The achievement of kindergarten students is assessed through the Qualls Early Learning Inventory which is given at the beginning of the school year, and the Metropolitan Achievement Test (MAT 8) which is administered in April. The Qualls is used to design instruction and intervention for kindergarten students for the upcoming school year. The MAT 8 is used to assess growth though out the year and to plan instruction and intervention for the next school year.

The SAT 10 is used to assess student achievement in first and second grade students. While this is a norm-referenced exam, the state of Arkansas has set expected cut scores for these grade levels. Students that fail to meet these scores are required to have an Academic Improvement Plan (AIP) or an Intensive Reading Improvement Plan (IRI). Information on the state assessment system may be found on the following websites: <http://arkansased.org> and <http://normes.uark.edu/>.

The Arkansas Test and Accountability Program has evolved since the first administration in 1999 and is continuing to develop. Through this process the students in Arkansas schools have experienced marked measurable academic improvement. The students at Calico Rock Elementary have shown tremendous growth though this assessment process.

Calico Rock Elementary School has met all of the Adequate Yearly Progress (AYP) requirements, and the scores on the Arkansas Benchmark Exam indicate that students are making significant achievement gains. Our scores are some of the highest in the region and the state. Our biggest achievement gains are seen in our fifth and sixth grade students. In the area of literacy over the past five years,our fifth grade students have realized a 7% increase and our sixth graders have realized 51% increase over the same five year span. In the area of math, our fifth grade students have shown a 26% increase over the last five years, and our sixth grade students have shown a remarkable 51% increase. For the past two years, 100% of our sixth grade students have scored proficient or advanced on the math portion of the benchmark exam. In the area of science, 83% of our fifth grade students scored proficient or advanced compared to the region at 43% and the state at 42% on the 2009 administration of the benchmark exam. Our subpopulation of economic disadvantaged students have shown equal gains in achievement, and overall we are moving more students into the advanced level of proficiency.

We will continue to strive for even more growth in the decade to come as we continue to use student achievement data to drive our curriculum and instruction.

2. Using Assessment Results:

The teachers and administrators at Calico Rock Elementary use a variety of formative and summative data throughout the year to drive the curriculum and instruction for our students. The first round of data analysis starts with the NRT and CRT data. The focus curriculum subjects include mathematics, literacy, and science. As teams of teachers and administration disaggregate this data, we determine areas of strengths and weaknesses first in the broad picture of overall performance. We then began the process of drilling this down to the performance of groups of students. We look at the areas of strengths and weaknesses in our students from low socioeconomic families compared to students that are not from low income families. We then look at students from different performance levels (below basic, basic, proficient, and advanced). As we study this data, real strengths and weaknesses have been discovered in our curriculum and instructional strategies. Based on our findings, modifications are made to our horizontal and vertical curriculum maps and to our Calico Rock School Improvement Plan. Academic Improvement Plans (AIP) are written for students that do not meet the proficient level of performance.

The data that we study goes beyond the mandated state assessments. We use other assessment tools to guide our instruction and monitor student growth and achievement. These assessment tools include DIBELS, DRA, DSA, STAR Reading, STAR Math, Accelerated Reader, Accelerated Math, Orchard, classroom and grade level assessments. Time has been scheduled weekly for grade level teachers to meet, plan, and study these assessments to guide the instruction for our students. While student achievement data is very important, Calico Rock Elementary staff also look at other data that impact the achievement of our students. This data include demographic, perception, and school process data. These additional pieces of data are critical to our school improvement process.

3. Communicating Assessment Results:

The parents of our students and the local community are a vital part of what makes Calico Rock Elementary School successful. This is a key point in our vision statement. “We maintain open communications with parents and the community and believe their involvement is crucial to student learning. Our parents and community are welcomed, needed, and appreciated as partners for student success.” We make every effort to keep our parents and community informed about our school performance through a variety of media resources as well as events and activities hosted by the school.

Results of our NRT and CRT assessments are communicated in four local newspapers and local radio stations. Each fall our school hosts a public meeting. Student performance is a top reporting point. The public is informed about the performance of our students compared to the region and the state. The Arkansas Department of Education mails school report cards to all parents. The report card contains information about student performance as well as other demographic information about our school. Individual student assessment results are mailed to the parents, and they are encouraged to contact the school with any questions or concerns. All Parents of students failing to meet proficiency are contacted to participate in the development of an Academic Improvement Plan (AIP) for their child.

Parent/teacher conferences are held in the fall and spring. At these conferences, teachers inform parents about their child’s educational progress. Between 95-98% of our parents attend parent/teacher conference each year. This is not the only time Calico Rock Elementary teachers contact parents. They realize and are committed to the important role parents play in a child’s education. Our teachers utilize weekly newsletters, daily assignment sheets, emails, and phone calls. We use an online grading program for grades 3-6 that allows parents to see their child’s grade at any given time.

Monthly activities are planned through our Parent Center. These activities are to inform parents about our school and to engage them in the educational process of their child.

4. Sharing Success:

The Calico Rock Elementary School staff believes that the only good idea is the one that is shared. This type of sharing is key to moving forward the educational process for our students as well as students across our nation. Our teachers and administrators participate in collaborative professional development through our educational cooperatives, the Arkansas Department of Education, local colleges and universities, and other school districts. Teachers not only participate, but many also lead the professional development opportunities.

We work closely with our local colleges and universities as they prepare students to enter the teaching profession. Our doors are always open for student observers and student interns. We currently have two student interns and numerous student observers. We also welcome teachers and administrators from other districts. Colleagues frequently visit our school to observe literacy, math, physical education, and science classes. It is always a pleasure to share what is working at Calico Rock Elementary. While our doors are always open for future and current educators, we are always looking for schools, programs, or classrooms that are excelling in some of our weak areas. Each year a portion of our professional development consists of visiting other successful programs.

It would be an honor and a privilege to share our success with other educators, should Calico Rock Elementary be selected as a Blue Ribbon School.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The vision statement for our school outlines the very essence of the curriculum standard we have set forth at Calico Rock Elementary School. It states, “Our curriculum meets and exceeds academic standards, is aligned with state and national frameworks and is implemented through research-based practices. Our goal is to develop the twenty-first century learner and meet the needs of a growing technological world where education goes beyond high school.”

Our curriculum is something that we continuously tweak to better meet the needs of our students. While we follow state and national guidelines, this is an area where our demographic, school process, perception, and student learning data all come into play. By studying our data from this perspective, we are able to develop a curriculum that meets the needs of our Calico Rock Elementary School students.

Literacy: Our students receive a comprehensive literacy program that utilizes strategies that are based on scientific research. This program uses assessments to drive the curriculum and takes a very individualized approach to instruction based on individual student performance. Some of the assessment tools we incorporate into our program include DIBELS, DRA, DSA, and assessments designed by our teachers. These assessments not only drive the curriculum, but they also drive our intervention strategies. Our students receive literacy instruction daily in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Through this process we never lose sight of our two main goals. The first is to insure that all children can read and write effectively. The second is to develop a love for reading that lasts a lifetime.

Mathematics: Calico Rock Elementary utilizes a standards based mathematics program that is endorsed by the National Council of Teachers of Mathematics and is aligned with the Arkansas Curriculum Frameworks. All kindergarten through third grade teachers have received professional development in Cognitive Guided Instruction (CGI). Teachers in grades four through sixth have received Math Links or Math Leadership training. These professional development trainings combined with the standards based mathematics programs have been a very successful combination for our students.

Science: The science program at Calico Rock Elementary is aligned with the Arkansas Curriculum Frameworks. Students are instructed in the areas of life science, nature of science, physical science, and earth and space science. The science lesson goes beyond the pages of the textbook as much of the science time is devoted to hands-on investigations. Our students are immersed in the scientific method. Each year our elementary students compete in our local school science fair, and many of our students go on to compete at the regional level.

Social Studies: The course of study in the area of social studies at Calico Rock Elementary follows the Arkansas Curriculum Frameworks. The textbook is used mainly as a resource book as this subject takes on a life of its own. Students spend a great deal of their social studies time involved in research utilizing technology. Fieldtrips and guest speakers are other important teaching tools that we utilize in this subject area.

Health and Physical Education: All students at Calico Rock Elementary School receive at least 100 minutes of physical education and health each week. The students learn the importance of physical activity for good health. Many of the health lessons also incorporate physical activity such as an obstacle course that is the human heart.

Music: Students at Calico Rock Elementary receive 50 minutes of music instruction each week. The instruction includes music appreciation as well as performance. Students are exposed to a variety of music including local Ozark Mountain Folk Music.

Art: Our students receive 50 minutes of art instruction each week. This instruction covers art appreciation as well as art production.

Library/Media: The library is a hub of the learning environment at Calico Rock Elementary. Students enjoy a free flow to the library as well as 50 minutes of information technology instruction weekly.

All students at Calico Rock Elementary have 50 minutes of enrichment instruction weekly taught by our Gifted and Talented Education Instructor. It is our belief that all children have strengths and can benefit from this type of critical and creative thinking instruction.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Calico Rock Elementary School follows a comprehensive literacy approach to reading instruction that is aligned with the Arkansas Curriculum Frameworks and is based on research provided by the National Reading Panel. This program provides explicit instruction in the five essential elements of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Our teachers have participated in extensive professional development in the implementation of this program. We have utilized opportunities available through our educational cooperative such as: ELLA, Effective Literacy, and Literacy Lab trainings. We have also used the skills and talents of our staff literacy specialist as well as the literacy specialists at our educational cooperative.

The comprehensive literacy approach uses assessment to drive the instruction for our students. This is a very individualized program of instruction based on student performance. Frequent progress monitoring allows our teachers to design a literacy program that meets the needs of the individual student and assures that our students are given instruction at the appropriate instructional level. Students that are not making appropriate gains are given 10 to 20 minutes of intervention time daily with a trained interventionist. Our K-1 teachers use the Phonetic Connection program to teach phonemic awareness and phonics, and our grade 2-6 teachers use Word Journeys to teach phonics and spelling. Fluency instruction utilizes modeling, guided reading, and practice. Comprehension and vocabulary instruction is taught using mini lessons, shared reading, and read-a-louds. An essential piece of this program is the student's access to print. Each classroom is equipped with a classroom library. Student instruction is delivered through the use of leveled readers, big books and trade books.

The Accelerated Reader Program is also part of our reading package. Students can earn points to spend at the Accelerated Reader Store which is sponsored by some of our local businesses. This is a tool we use to encourage reading.

We are dedicated to ensuring that all students at Calico Rock Elementary School read and write effectively, and that they develop a lifelong love of reading.

3. Additional Curriculum Area:

The mission of the Calico Rock School is to educate all students to their full potential. To accomplish this task we must provide a rigorous curriculum. The standards based curriculum that we utilize in our mathematics instruction helps us accomplish this task.

The researched based program used in our mathematics curriculum in grades K-2 is “Growing with Math.” Students in grades 3-6 use “Everyday Mathematics.” Both programs are endorsed by The National Council of Teachers of Mathematics. We have worked with our staff math specialist and math specialist at our education cooperative to ensure our alignment with the Arkansas Curriculum Frameworks and have developed maps and power standards for each grade level.

Our students receive mathematics instruction in five content standards: Numbers and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability. Through the standards based approach students are encouraged to explore more than one way to work a problem and communicate their learning. This requires the students to use mathematic reasoning and make connections to the real world. This type of instruction requires the use of a variety of mathematic manipulatives, calculators, and other technology resources on a daily basis.

When implementing a new program, learning is not just for the students. Moving to a standards based mathematics program four years ago required some new learning for the administration, faculty, and staff. We utilized professional development opportunities through the programs and our educational cooperative to implement and develop these new ideas and strategies. We have expanded our learning and understanding of how students learn mathematics by requiring all K-3 teachers to participate in Cognitive Guided Instruction (CGI), and 4-6 teachers to participate in Math Links or Math Leader Training.

Over the last four years, our curriculum and instructional strategies have led to significant gains in student achievement in the area of mathematics.

4. Instructional Methods:

Over the last five years, Calico Rock Elementary teachers have made some big changes in the area of instructional methods. We have moved from a teacher centered type of instruction to a student centered instruction. This change has occurred through reviewing current research, best practices, and professional development.

We understand that each student has his or her own unique learning style. Through our formative and summative assessments we design instruction to meet the needs of our learners. Not only are learning styles important for us to understand, but this is also a time that our demographic data comes into play again. Our teachers look at this data to understand where our students are coming from and what might influence their learning. We use this data not to make excuses for lack of achievement, but rather to know and understand our students better to teach them more effectively.

We offer our students an inclusive program, and believe that it is crucial for struggling and resource students to remain in the classroom with their peers if at all possible. Resource teachers and paraprofessionals go into the regular classroom to assist these students. Our data reveals that many of our at risk learners are making good progress and are not falling further behind their peers.

Our Child Study Team meets with teachers to provide assistance with at risk students. This team is made up of a counselor, administrator, grade level teachers, speech pathologist, and resource teacher. This team assist the regular classroom teacher with academic intervention strategies as well as behavioral intervention strategies. Our goal is to do whatever it takes for our students to succeed.

5. Professional Development:

Professional Development is a very important part of the school improvement process at Calico Rock Elementary. We may not have control over things that happen outside our school doors, but we do have control over what happens when we shut our classroom doors. When our classroom doors shut, we want state

of the art teaching to take place, and that happens through teacher professional development. Teachers and administrators in the State of Arkansas are required to complete sixty hours of professional development each year. The sixty hours must include six hours of technology, two hours of Arkansas history, and two hours of parental involvement. While sixty is required, many of our teachers have more.

Our professional development process is as data driven as our curriculum planning. As we assess our student performance data, we see areas where our students perform well and areas that the performance is not as good. When these weak performance areas are identified, we began to ask the following questions: Why? What can we do differently to get a different result? Many times this leads us to seek out current research and best practice. It may involve a major professional development opportunity to address the issue. The skills, strategies, and methods that a teacher uses are the very things that effect student engagement and achievement.

Teachers are encouraged to assess their own student data to identify areas they want to improve. Each teacher meets individually with the principal to discuss professional growth plans. We look at this plan through the lens of school wide professional development opportunities and individual opportunities to complete the growth plan process.

Professional Development at Calico Rock Elementary School has been the key to the academic success of our students. The more we know about student learning and the more skilled we become the better our students will be prepared both academically and for life.

6. School Leadership:

Calico Rock Elementary has a collaborative, continuous learning environment which begins with our instructional leader. Leading by example, she sets the tone for our school. Our leadership and faculty believe in making choices and decisions by first asking, “What’s best for kids?”

Our principal models and advocates collaboration and shared decision making through daily interaction as well as through faculty and professional development meetings. Our school has gone through several strategic curriculum changes in recent years. Throughout that process, our principal led the faculty through some difficult times helping us to understand and accept ownership of our new curriculum. As a result, we are a much stronger, knowledgeable faculty that believe in our professional learning community and are a more cohesive staff than before. Test score have proven our efforts successful.

Building and maintaining collaborative relationships does not end with faculty and staff. It extends to students, parents, and community. We believe that communication with parents and community is vital to our success, and our principal maintains an open door policy extending well into the community. Parents are invited to serve on advisory committees and participate in parent organizations.

Our instructional leader takes time to improve leadership qualities among faculty members and provides opportunities for them to excel in those positions. Teachers work in grade level teams weekly to address student achievement sharing the role of team leader. ASCIP chairs are trained to conduct meetings and serve as math and literacy leaders of the school. Teachers are given opportunities to attend conferences and trainings to encourage professional growth, and are encouraged to take a leadership role in faculty meetings or workshops to share what they learned with others.

Our principal sets an example for the faculty as a life-long learner by staying current with the latest research, technology, and trends in education. She is currently participating in the Arkansas Principal’s Leadership Academy which is a national principal’s certification similar to that of National Board Certification for teachers. A belief of our instructional leader is that to change others, you must first change yourself. This belief has become part of our new school culture taking us into a bright future.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Arkansas Comprehensive Testing, Assessment, and Accountability

Edition/Publication Year: 2001-02/2009

Publisher: Riverside Publishing/Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	78	80	83	88	87
% Advanced	42	39	49	44	57
Number of students tested	31	44	35	27	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	63	81	86	82	79
% Advanced	21	19	38	35	42
Number of students tested	19	21	21	17	19
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 3 Test: Arkansas Comprehensive Testing, Assessment, and Accountability

Edition/Publication Year: 01-02/09

Publisher: Riverside Publishing/Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	74	75	60	78	70
% Advanced	48	43	40	52	43
Number of students tested	31	38	34	27	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	64	71	52	71	63
32	32	22	24	41	32
Number of students tested	19	21	21	17	19
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4 Test: Arkansas Comprehensive Testing, Assessment, and Accountability

Edition/Publication Year: 01-02/08-09

Publisher: Riverside Publishing/Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	77	78	92	84	35
% Advanced	36	47	50	28	3
Number of students tested	44	36	23	32	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	64	74	83	75	21
% Advanced	18	41	46	17	0
Number of students tested	28	23	12	20	19
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4 Test: Arkansas Comprehensive Testing, Assessment, and Accountability

Edition/Publication Year: 01-02/08-09

Publisher: Riverside Publishing/Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	77	61	58	86	76
% Advanced	27	28	25	36	30
Number of students tested	44	36	24	32	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	68	48	50	85	58
% Advanced	18	23	15	22	17
Number of students tested	28	23	12	20	19
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: Arkansas Comprehensive Testing, Assessment, and Accountability

Edition/Publication Year: 01-02/08-09

Publisher: Riverside Publishing/Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	83	81	82	84	57
% Advanced	43	29	41	28	7
Number of students tested	35	20	29	30	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	80	83	88	50	44
% Advanced	30	23	38	15	6
Number of students tested	20	12	16	12	18
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 5 Test: Arkansas Comprehensive Testing, Assessment, and Accountability

Edition/Publication Year: 01-02/08-09

Publisher: Riverside Publishing/Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	74	77	86	78	67
37	29	41	52	27	35
Number of students tested	35	20	29	30	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	65	75	81	75	56
% Advanced	15	23	31	15	17
Number of students tested	20	12	16	12	18
2. African American Students					
% Proficient plus % Advanced					
37					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
37					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
37					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
37					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
37					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 6 Test: Arkansas Comprehensive Testing, Assessment, and Accountability

Edition/Publication Year: 01-02/08-09

Publisher: Riverside Publishing/Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	85	81	49
% Advanced	79	68	47	48	21
Number of students tested	19	29	29	31	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	100	73	68	43
% Advanced	73	61	38	40	15
Number of students tested	11	17	11	19	28
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 6 Test: Arkansas Comprehensive Testing, Assessment, and Accountability

Edition/Publication Year: 01-02/08-09

Publisher: Riverside Publishing/Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	89	94	78	64	38
% Advanced	26	52	28	33	15
Number of students tested	19	29	29	31	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	91	88	73	58	54
% Advanced	36	62	15	20	5
Number of students tested	11	17	11	19	28
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: